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AUTHOR Molina, John C.
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ABSTRACT

The eight year old Bilingual Education Act, funded by Title VII of the Elementary and Secondary Education Act of 1965, is discussed in this report. Federal funds have been allocated to more than 500 local education agencies seeking to improve educational opportunities for students in 68 language groups, and to expand educational access for more than 300,000 children of non or limited English speaking ability. In postsecondary education programs, 100 institutions of higher education will offer teacher training and retraining programs to an estimated 25,000 classroom teachers and teacher aides. At the graduate level, the fellowship program will offer degree programs in 42 institutions of higher education reaching more than 500 degree candidates. To develop a more effective coordinating relationship between the Federal Government and State education agencies, 43 State agencies will receive assistance contract money to carry out bilingual education coordinating services within the State. As a means of insuring a growing and adequate supply of relevant and quality instructional materials, 15 Materials Development Centers and 3 Assessment/Dissemination Centers have been funded to support and meet the needs of rapidly increasing bilingual education programs. A National Clearinghouse on Bilingual Education is scheduled for installation and operation during fiscal year 1978. Four model demonstration bilingual programs will be placed in 16 local education sites for testing in 1978. This will provide an opportunity for the effectiveness of these model demonstration projects to be determined. (Author/AM)

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Statement by
Dr. John L. Molina
Director
Office of Bilingual Education
U.S. Office of Education
Department of Health, Education, and Welfare
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Subcommittee on Elementary, Secondary, and Vocational Education
Committee on Education and Labor
U.S. House of Representatives
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Dr. Molina is accompanied by:

Linda Chavez, Special Assistant to the Deputy Assistant Secretary for Legislation (Education), HEW

Albert L. Alford, Assistant Commissioner for Legislation, U.S. Office Education, HEW

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Mr. Chairman

I am pleased to appear before your Subcommittee today to discuss the Bilingual Education Act.

The U.S. Office of Education is completing its eighth year of funding support for bilingual education under Title VII of the Elementary and Secondary Education Act of 1965 as amended under P.L. 93-380 in 1974. Grants and assistance contracts totaling nearly $115 million will have been awarded by September 30, 1977, to local school districts, institutions of higher education and State education agencies.

The Title VII Federal dollar will be in more than 500 local education agencies seeking to improve in 68 languages the educational opportunities and to expand educational access for more than 300,000 children of non or limited English-speaking ability.

In postsecondary bilingual education programs, 100 institutions of higher education will offer teacher training and retraining programs to an estimated 25,000 classroom teachers and teacher aides. At the graduate level, the fellowship program will offer Masters and Doctoral degree programs in 42 institutions of higher education reaching more than 500 degree candidates. These programs are building a growing segment of teachers skilled in providing instruction to teachers in the undergraduate bilingual education programs to accelerate the teacher training and retraining capacity of the education schools of our colleges and universities.

To develop a more effective coordinating relationship between the Federal Government and State education agencies, 43 State agencies will receive assistance contract money to carry out bilingual education coordinating services within the State. Title VII bilingual education grants and programs are now found in 47 of our States and territories.

As a means of insuring a growing and adequate supply of relevant and quality instructional materials, 15 Material Development Centers and 3

Assessment/Dissemination Centers have been funded to support and meet the needs of rapidly increasing bilingual education programs. A technical assistance program has been set up to enable the private educational publishing and materials industry to provide assistance and guidance in the development and dissemination of bilingual materials. Closely associated with these centers are 15 training/resource centers responsible for providing technical assistance to local education agencies setting up bilingual education programs. Such assistance takes various forms such as; curriculum development, teacher workshops, community information programs, and assistance to school administrators and boards of education.

Title VII bilingual programs are administered on a national competitive basis through a review process involving outside readers selected on a national format. Since the program is discretionary, the administration and grant awards are made without reference to regional or national matrix in allocation. The Office of Bilingual Education, under its legislation, carries out the responsibilities of the U.S. Commissioner of Education for administration of bilingual education programs.

The Office of Education in response to the amendments of P.L. 93-380 has concluded an agreement with the National Institute of Education for joint development and administration of a National Clearinghouse on Bilingual Education as mandated by those amendments. This clearinghouse is scheduled for installation and operation during fiscal year 1978.

Four model demonstration bilingual programs under a contract by the Office of Program Planning and Budget will be placed in 16 local education sites for testing during FY 1978. This will provide an opportunity for the

Title VII office to determine the effectiveness of these model demonstration programs during the next three years. Future wider dissemination would be dependent upon the results of this test.

The past seven years of Federal bilingual education has surfaced the impact of bilingual education on the educational opportunities of a large linguistic minority. The underlying philosophy of this legislation holds that children with limited English-speaking ability can be guided from the "known to the unknown." It brings into focus the proposition that bilingual education is not viewed as a compensatory effort, but rather as an educational strategy.

This process fully brings into context the mission of the U.S. Office of Education which, simply stated, is the establishment of equal educational opportunity and expanded access for those individuals who enter school from environments where a language other than English is spoken and who for that reason cannot receive instruction in English without difficulty. This mission, as a result of P.L. 93-380, sets forth two major goals of bilingual education. The first of these is to provide grants to local educational agencies to develop and carry out "new and imaginative" elementary and secondary school programs designed to meet the special educational needs of children of limited English-speaking ability. Secondly, the mission includes providing financial assistance to enable local educational agencies to establish programs which "demonstrate" effective ways of providing instruction for children of limited English-speaking ability.

The scope of the Title VII programs, as now administered, responds to both the substantive elements of the original legislation and the amended

legislation. If we are to establish exemplary programs we must continue to concentrate on developing, testing, and disseminating effective instructional materials. We must also concentrate on training and retraining additional teachers and teacher aides. The elements for responding to existing identified needs for a productive national bilingual education policy and program are now present.